

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** Guinyard-Butler Middle

**District:** Barnwell 45

**Principal:** Dr. John A. Bass

**Superintendent:** Mr. Roy S. Sapough Jr.

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09-school year, along with the expected outcomes.**

### **Summary of demographic information:**

#### ***School Profile***

##### **Students**

As of March 2008, there are 406 students actively enrolled at Guinyard-Butler Middle School (GBMS). The chart below illustrates the ethnic distribution at Guinyard-Butler Middle School.

<b>Gender</b>	<b>Asian</b>	<b>Black</b>	<b>Black/ Indian</b>	<b>Hispanic</b>	<b>Indian</b>	<b>White</b>	<b>White/ Black</b>	<b>Total</b>
<b>Female</b>	<b>0</b>	<b>83</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>107</b>	<b>1</b>	<b>195</b>
<b>Male</b>	<b>1</b>	<b>92</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>114</b>	<b>0</b>	<b>211</b>
<b>Total</b>	<b>1</b>	<b>175</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>221</b>	<b>1</b>	<b>406</b>

**The breakdown of students Free/Reduced Lunch is as follows:**

<b>Category</b>	<b>Total</b>
<b>Free Lunch</b>	<b>209 students</b>
<b>Reduced Lunch</b>	<b>36 students</b>
<b>Non-Free or Reduced Lunch</b>	<b>161 students</b>

Currently 20% of the student body is served through special education for disabilities other than speech. The student attendance rate for 2007-2008 is presently 94.19%.

##### **Teachers**

As reported by the 2008 Annual School Report Card, 35.7% of the teachers at Guinyard-Butler Middle School have advanced degrees. 85.7% of the Guinyard-Butler Middle School teachers are continuing contract teachers. 93% of the Guinyard-Butler Middle School teachers are returning from the previous year. An analysis of the staff showed that 43% of the teachers at Guinyard-Butler Middle School have 19-30 years of experience. 25% of the teachers at Guinyard-Butler Middle School have 7-18 years of teaching experience.

### **Guinyard-Butler Middle School**

Built in 1953, the school was originally named Butler High School, for Mr. George Butler, a school administrator. With desegregation, the school was transformed into a middle school and was named Guinyard-Butler Middle School, incorporating the name of Mr. Solomon Guinyard, another longtime administrator at the site. For a brief time, Guinyard-Butler Middle School housed grades 5-7 and later grades 6-8. In 1991, the 38 year-old building was renovated and enlarged to its present condition. Effective 2004-2005, the school began to house grades 7-8. The school today has 36 classrooms, a gymnasium, cafeteria and a media center located on 6 acres. Dr. John A. Bass, principal of GBMS, has served the school for the past 4 years. The school is accredited by the Southern Association of Colleges and Schools.

The absolute and improvement ratings as reported by the Annual Report Card over five-year period:

<b>Year</b>	<b>Absolute Rating</b>	<b>Improvement Rating</b>
<b>2007</b>	Unsatisfactory	Unsatisfactory
<b>2006</b>	Unsatisfactory	Unsatisfactory
<b>2005</b>	Below Average	Unsatisfactory
<b>2004</b>	Below Average	Below Average
<b>2003</b>	Below Average	Unsatisfactory

### **Three Years of PACT data**

<b>Year</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>
<b>2004-2005</b>				
ELA	38.1	43.8	14	4.1
Math	41.5	41.3	9.7	7.4
Science	52.8	33	8.4	5.9
Social Studies	53	35.9	5.6	5.4
<b>2005-2006</b>				
ELA	44.6	39.2	14.9	1.3
Math	44.1	38.4	11.3	6.2
Science	58	28.6	7.5	5.9
Social Studies	58	29.9	7.5	4.6
<b>2006-2007</b>				
ELA	44.5	39.3	15.2	1
Math	46.5	31.1	15.7	6.7
Science	49.5	31	10.5	9.1
Social Studies	56.1	31.5	6.6	5.9

### **Explanation of PACT data**

Below Basic, Basic, Proficient, and Advanced scores are compared in the four (4) subject areas of Math, ELA, Science and Social Studies. GBMS shows a gradual decrease in all subject areas in Below Basic Scores although some improvement is noted in Science and Social studies 2006-2007. Basic scores show a gradual decrease in all subjects. Proficient scores show a gradual increase in all subjects and advanced scores show a decrease in all subject areas except for a slight increase in Science and Social Studies. The 2005 and 2006 school years were difficult. One factor could be due to a high reduction in face-to-face instructional days created for teacher training by Modern Red School House (MRSH). These were the years at GBMS when PACT scores began to decrease in all subject areas.

### **Summary of Developmental Process**

After returning from the State Department of Education's School External Review Team Training, Dr. John A. Bass began the process of preparing Guinyard-Butler Middle School's Focused School Renewal Plan for the 2008-2009 school-year. The School Leadership Team, Collaborative Teams and the Principal began to identify the problems in the school, which contributed to the student achievement results on the 2007 School Report Card. The ERT Report Instrument with the recommendations from the ERT Confirmation Committee was reviewed. GBMS was pleased to follow the Committee's recommendation to continue the student achievement goals and strategies with revisions for the 2008-2009 school.

Dr. Vernelle Tyler, The External Review Team Liaison, met with the Principal and key teachers to review the 2008-2009 FSRP template and highlight new sections included in the plan. The principal and SLT used the absolute value calculator with faculty to help identify needed gains to meet expected progress. Test data (PACT, MAP, and District Benchmark Exams) was examined to identify deficit areas and develop/revise the FSRP goals. The principal met with all stakeholders to share information and solicit input regarding the 2008-2009 FSRP.

The Guinyard-Butler Middle School Principal, District Superintendent and District Coordinators, respectively, prepared the Principal's and District's Leadership Focused School Renewal Plan Goals to support the school in improving student achievement.

## **Narrative of Expected Progress Through the Use of Goals**

By April 1, 2009, using a correlation of MAP and PACT, GBMS anticipates that 22% of Reading students (84 of the current 380 students) and 22% of Math students (84 of the current 380 students) in grades 7-8 will show an increase of 1 (one) Rasch Unit (RIT) band level on the Spring 2009 Map Reading and Math Assessments compared to the Fall 2008 MAP Reading and Math Assessments. Twenty Five (25) % (95 of the current 380 students) in science, grades 7-8 will increase their benchmark score by 10 points on the Spring 2009 District Benchmark Exam compared to the Fall 2008 District Benchmark Exam. The expected GBMS progress for this year is 0.1 % increase in absolute value. In order to move 0.1 % in absolute value, 38 (10% of total student population of 380 attending students) students need to move from below basic to basic in all four academic subjects for school year 2008-2009. Achieving the 2008-2009 goals established for GBMS will actually, using the Absolute Value Calculator, show a gain of 0.2 % for GBMS's absolute value. GBMS, proudly served 81 (20%) special needs students in 2007 and increased the school's absolute value from 2.4 to 2.5 with over 40 of the students in the school moving from below basic to basic in all four academic areas.

The focused school renewal plan is significant in assisting the school in meeting the three identified student achievement goals for the 2008-2009 FSRP. Thus, achieving increases in MAP Reading RIT scores, MAP Math RIT scores and District Science Benchmark Post Test scores school-wide (grades 7-8) as stated in the FSRP, will ensure the absolute value for GBMS.

In conclusion, the School Leadership Team in collaboration with the staff and faculty, developed goals that are measurable achievable and will move GBMS's absolute rating of 2.5 to the expected progress of the absolute rating of 2.7 by 2009.

# **School Timeline**

## **July 2008**

- Team Building Staff Development for team leaders
- New teachers will be introduced to the Barnwell 45 Curriculum
- Principal will identify students scoring Below Basic on the 2008 Report Card
- District will purchase additional computers for classroom use
- Principal will prepare a section in the Faculty Handbook on student achievement expectations

## **August 2008**

- Principal will review the FSRP Goals with the Faculty and Staff and assign Teaching Assistants
- Teachers will have professional development with Integrate Pro
- Principal will conduct 20 faculty observations
- District will provide Professional Development on MAP diagnostics
- Principal and SLT will identify students who are 1 to 5 points of Basic on 2007 MAP
- Collaborative Teams plan individualized instruction for identified students.
- Collaborative Teams plan instruction to address FSRP student achievement goals
- Science Pre Benchmark exam administered

## **September 2008**

- Administer the Fall MAP Exam
- Analyze the MAP data
- District/School will conduct a Parent MAP Night
- District Coordinators will conduct 3 faculty observations
- Principal will review weekly lesson plans
- Principal will conduct teacher instruction on MAP data analysis and Benchmark Exams
- Collaborative Team meetings
- School Leadership Team meetings
- Principal will conduct 20 faculty observations
- Principal will begin After School Program

## **September 2008 (cont'd)**

- District will conduct Professional Development on Test Taking
- District will conduct Professional Development on Learning Strategies
- District will conduct Professional Development on Team Building

## **October 2008**

- Principal will review teacher curriculum pacing
- Principal will monitor students' progress in computer remediation labs
- Collaborative Team meetings
- Leadership Team meetings
- Principal will conduct 20 faculty observations
- Principal will identify students not scoring 5 points above the science post-benchmark exam
- District Coordinators will conduct 3 faculty observations

## **November 2008**

- Collaborative Team meetings
- Leadership Team meetings
- Principal will conduct 20 faculty observations
- District Coordinators will conduct 3 faculty observations
- Principal will review weekly lesson plans
- Science Pre Benchmark exam administered

## **December 2008**

- Principal will review student achievement in the After-School-Program
- Collaborative Team meetings
- Leadership Team meetings
- Principal will conduct 20 faculty observations
- District Coordinators will conduct 3 faculty observations
- Principal will review weekly lesson plans

## **December 2008 (cont'd)**

- Administer the Winter MAP Exam
- Principal will identify students not scoring 5 points above the pre benchmark exam

## **January 2009**

- Collaborative Team meetings
- Leadership Team meetings
- Principal will conduct 20 faculty observations
- District Coordinators will conduct 3 faculty observations
- Principal will review weekly lesson plans
- Analyze the MAP data
- Principal will identify students not scoring 5 points above the science post-benchmark exam
- Conduct Goal setting conferences
- District/School will conduct a Parent MAP Night
- Science Pre Benchmark exam administered

## **February 2009**

- Administer MAP Exams
- Administer Post Science Benchmark Exam
- Collaborative Team meetings
- Leadership Team meetings
- Principal will conduct 20 faculty observations
- District Coordinators will conduct 3 faculty observations
- Analyze MAP data
- Principal will review weekly lesson plans
- Conduct Goal setting conferences
- District Professional Development on MAP data analysis
- Compile data for FSRP evaluation

## **March 2009**

- Collaborative Team meetings
- Leadership Team meetings
- Principal will conduct 20 faculty observations
- Principal will identify students not scoring 5 points above the science post-benchmark exam
- District Coordinators will conduct 3 faculty observations
- Principal will review weekly lesson plans
- Science Pre Benchmark exam administered

## **April 2009**

- Collaborative Team meetings
- Leadership Team meetings
- Principal will conduct 20 faculty observations
- District Coordinators will conduct 3 faculty observations
- Principal will review weekly lesson plans
- Principal will have parent conferences for failing students

## **May 2009**

- PACT Testing
- Collaborative Team meetings
- Leadership Team meetings
- Principal will conduct 20 faculty observations
- Principal will identify students not scoring 5 points above the science post-benchmark exam
- District Coordinators will conduct 3 faculty observations
- Principal will review weekly lesson plans

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1: By April 1, 2009, using a correlation of MAP and PACT, 22% of all students in grades 7-8 will show an increase of 1 (one) RIT band level on the Spring 2009 MAP Reading Assessment as compared to the Fall 2008 MAP Reading Assessment.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Identify students who are within 1 to 5 points of scoring Basic on the 2008 <b>ELA</b> PACT Test.	7 <sup>th</sup> and 8 <sup>th</sup> Grade ELA Teachers/ Principal/ Leadership Team	August 2008	Identifying students (as calculated using the absolute value calculator) who are 1 to 5 points of meeting Basic will support the achievement of this goal. <ul style="list-style-type: none"> <li>• A master list of identified students by grade level will be compiled by the school leadership team.</li> <li>• Teachers will maintain a class list of students who are identified by the leadership team.</li> <li>• At the weekly leadership team meeting (minutes recorded), identified students' instructional time will be recorded.</li> <li>• The principal will provide feedback (minutes recorded) on the amount of instructional time allotted for reading instruction for identified students at monthly administrative meetings.</li> <li>• The principal will follow up by meeting with any teacher who is not utilizing allotted instructional time for identified students, will provide assistance, and will document the meeting in writing.</li> </ul>
Provide students who are within 1 to 5 points of scoring Basic on the 2008 <b>ELA</b> PACT Test with individualized assistance in Reading Enrichment classes.	7 <sup>th</sup> and 8 <sup>th</sup> Grade Enrichment Teachers/ Principal	Sept. 2008	Providing individualized Reading enrichment will allow the faculty to offer more individualize assistance to students and will allow students to improve student achievement. <ul style="list-style-type: none"> <li>• Reading Enrichment class schedules and a list of identified students will be maintained by enrichment teachers.</li> <li>• Assessment results on each student will be maintained by enrichment teachers and shared with the principal.</li> <li>• The principal will follow up by reviewing lesson plans on a weekly basis to ensure individualized assistance is occurring during designated reading enrichment times.</li> <li>• The principal will provide feedback to teachers on classroom observations in writing or in a conference.</li> </ul>

PACT Teams will analyze MAP <b>Reading</b> data to plan, guide instruction and implement strategies to include Reading Across the Curriculum, graphic organizers, and the 6 (+) 1 Writing Trait Model.	PACT Teams Principal/	Sept. 2008	<p>Analyzing current MAP Reading results will allow teachers to use data analysis to guide instruction, to implement strategies based on the identified students' weaknesses and to improve student achievement.</p> <ul style="list-style-type: none"> <li>• Pact teams will examine MAP results (minutes recorded) to determine student weaknesses and review content instruction to adjust to MAP results.</li> <li>• The principal will review teachers' lesson plans for evidence of these strategies</li> <li>• The principal will follow up by observing classrooms for instructional practices utilizing Reading Across the Curriculum, graphic organizers, and the 6 (+) 1 Trait Model.</li> <li>• The principal will provide feedback on these practices to teachers on classroom observations in writing or in a conference.</li> </ul>
Accommodate all students (grades 7-8) in a computer-based <b>Reading</b> lab using Orchard Reading Software and Study Island software.	7 <sup>th</sup> and 8 <sup>th</sup> Grade ELA Teachers/ Computer Lab Instructors/ Principal	Sept. 2008	<p>Computer-based instruction gives students additional assistance and improves student achievement.</p> <ul style="list-style-type: none"> <li>• The leadership team will identify students that are 1-5 points below "basic" in reading for after school program.</li> <li>• Guidance Counselor will prepare a letter to parents regarding after school program and the importance of student's attendance.</li> <li>• An After-School Program schedule and a list of assigned students will be maintained by the principal.</li> <li>• A monthly after school student assessment report will be kept by program teachers and shared with principal.</li> <li>• The principal will observe and provide feedback to all teachers on reports and observations of after-school program in writing or in a conference</li> </ul>
Accommodate students (grades 7-8) in an After-School Program (ASP) using computer-based <b>Reading</b> remediation Orchard and Study Island software.	Leadership Team/ After-School Program Teachers Principal/ Guidance Counselor	Sept. 2008	<p>After-school individualized instruction and remediation will give identified students with a point range of 1-5 below "basic" in grades 7 and 8 additional assistance and improve student achievement.</p> <ul style="list-style-type: none"> <li>• The leadership team will identify students that are 1-5 points below "basic" in Reading for the ASP.</li> <li>• Guidance Counselor will prepare a letter to parents regarding after school program and the importance of students' attendance.</li> <li>• An After-School Program schedule and a list of assigned students will be maintained by the principal.</li> <li>• A monthly after school student assessment report will be maintained by program teachers and shared with principal.</li> <li>• The principal will observe and provide feedback to all teachers on reports and observations of after-school program in writing or in a conference.</li> </ul>

Teachers will implement <b>Reading</b> Across the Curriculum in all classes to promote reading fluency and reading comprehension skills.	7 <sup>th</sup> and 8 <sup>th</sup> Grade ELA teachers/ Principal	Sept. 2008	<p>Reading Across the Curriculum will improve student achievement and will support the achievement of this goal.</p> <ul style="list-style-type: none"> <li>• ELA teachers will outline and share with all teachers the benefits and a list of suggested books to utilize in promoting reading across the curriculum.</li> <li>• The principal will check lesson plans to ensure that reading across the curriculum is included in weekly lesson plans.</li> <li>• Walk through observations by the principal will reveal if reading across the curriculum is taking place.</li> <li>• The principal will determine through observations which teachers need to include Reading Across the Curriculum and a conference will be held with written recommendations and assistance to the teacher(s).</li> </ul>
Teachers will use Learning Focused Strategies (summarizing, comparing/contrasting, paraphrasing, key Reading vocabulary and building prior knowledge) to increase students' attention and enhance reading skills.	Teachers/ Principal	Sept. 2008	<p>Learning Focused strategies will improve student achievement in Reading and will support the achievement of this goal.</p> <ul style="list-style-type: none"> <li>• Teachers will review key Reading vocabulary, paraphrasing and summarizing, comparing and contrasting, and building prior knowledge for each instructional unit.</li> <li>• The principal will check lesson plans to ensure that key Reading vocabulary, summarizing, comparing and building prior knowledge is included in weekly lesson plans.</li> <li>• Walk through observations by the principal will indicate if lesson plan indicators are taking place.</li> <li>• The principal will determine through the walk-through observations which teachers need to include learning focused strategies and a conference will be held with written recommendations to the teacher.</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2: By April 1, 2009, using a correlation of MAP and PACT, 22% of all students in grades 7-8 will show an increase of 1 (one) RIT band level on the Spring 2009 MAP Math Assessment as compared to the Fall 2008 MAP Math Assessment.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Identify students who are within 1 to 5 points of scoring Basic on the 2008 <b>Math</b> PACT Test.	7 <sup>th</sup> and 8 <sup>th</sup> Math Grade Teachers/ Principal/ Leadership Team	August 2008	Identifying students (as calculated using the absolute value calculator) who are 1 to 5 points of meeting Basic will support the achievement of this goal. <ul style="list-style-type: none"> <li>• A master list of identified students by grade level will be compiled by the school leadership team.</li> <li>• Teachers will maintain a class list of students who are identified by the leadership team.</li> <li>• At the weekly leadership team meetings (minutes) identified students' instructional time will be recorded.</li> <li>• The principal will provide feedback (minutes recorded) on the amount of instructional time allotted for math instruction for identified students at monthly administrative meetings.</li> <li>• The principal will follow up by meeting with any teacher who is not utilizing allotted instructional time for identified students, will provide assistance, and will document the meeting in writing.</li> </ul>
Provide students who are within 1 to 5 points of scoring Basic on the 2008 Math PACT Test with individualized assistance in <b>Math</b> Enrichment classes.	7 <sup>th</sup> and 8 <sup>th</sup> Grade Math Enrichment Teachers/ Principal	Sept. 2008	Providing individualized Math Enrichment will allow the faculty to offer more individualize assistance to students and will allow students to improve student achievement. <ul style="list-style-type: none"> <li>• Math Enrichment class schedules and a list of identified students will be maintained by enrichment teachers.</li> <li>• Assessment results on each student will be maintained by enrichment teachers and shared with the principal.</li> <li>• The principal will follow up by reviewing lesson plans on a weekly basis to ensure individualized assistance is occurring during designated math enrichment times.</li> <li>• The principal will provide feedback to teachers on classroom observations in writing or in a conference.</li> </ul>

Collaborative Teams will analyze the MAP <b>Math</b> data to plan instruction and implement math strategies to support the Curriculum on Wheels Program.	PACT Team/ Principal	Sept. 2008	<p>Analyzing current MAP Math results will allow teachers to use data analysis to guide instruction, to implement strategies based on the identified students' weaknesses and to improve student achievement.</p> <ul style="list-style-type: none"> <li>•Pact teams will examine MAP results (minutes recorded) to determine student weaknesses and review content instruction to adjust accordingly to MAP results.</li> <li>• The principal will review teachers' lesson plans for evidence of math strategies.</li> <li>•The principal will follow up by observing classrooms for math strategies to support the Curriculum on Wheels Program.</li> <li>• The principal will provide feedback on these practices to teachers on classroom observations in writing or in a conference.</li> </ul>
Accommodate all students (grades 7-8) in a computer-based <b>Math</b> Lab using Orchard Software.	Computer Lab Instructors/ 7 <sup>th</sup> and 8 <sup>th</sup> Grade Math Teachers/ Principal	Sept 2008	<p>Computer based instruction gives students additional assistance and improves student achievement.</p> <ul style="list-style-type: none"> <li>• Computer lab instructors will keep a student weekly log on the math programs in Orchard used by students and provide a list to the teachers on proficiency.</li> <li>• Teachers will revise content instruction based on the information provided by the computer lab instructors.</li> <li>• The principal will check teachers' weekly lesson plans and complete observations to make sure teachers are adjusting math content instruction to accommodate weaknesses of students shown by proficiency data from Math Orchard Software; teachers not adjusting will have a follow up in writing or a conference with the principal..</li> </ul>
Accommodate students (grades 7-8) in an After-School Program using (ASP) computer-based <b>Math</b> remediation software.	Leadership Team/ Guidance Counselor/ Principal	Sept. 2008	<p>After-school individualized instruction and remediation will give identified math students with a point range of 1-5 below "basic" in grades 7 and 8 additional assistance and improve student achievement.</p> <ul style="list-style-type: none"> <li>• The leadership team will identify students that are 1-5 points below "basic" in math for after school program.</li> <li>• The guidance counselor will prepare a letter to parents regarding after school program and the importance of students' attendance.</li> <li>• An After-School Program schedule and a list of assigned students will be maintained by the principal.</li> <li>• A monthly after school student assessment report will be kept by program teachers and shared with principal.</li> <li>• The principal will observe and provide feedback to all teachers on reports and observations of after-school program in writing or in a conference</li> </ul>

Ensure the use of <b>math</b> manipulatives and hands-on activities in small group activities.	7 <sup>th</sup> and 8 <sup>th</sup> Grade Math Teachers/ Principal	Sept. 2008	<p>Providing students with exposure to manipulatives and hands-on activities while working in small groups will serve as informal assessment and check students' understanding of math concepts.</p> <ul style="list-style-type: none"> <li>• Math manipulatives will be evidenced in math teachers' lesson plans. Lesson plans will be kept on file in each teacher's class.</li> <li>• Minutes from monthly collaborative team meetings will highlight hands-on activities shared by teachers and utilized in small groups.</li> <li>• Lesson plans will be reviewed to make sure that manipulatives and hands-on activities are utilized by teachers.</li> <li>• The principal will observe and provide feedback to math teachers in writing or in a conference.</li> </ul>
Teachers will use Learning Focused Strategies (key math vocabulary, summarizing, building prior knowledge, paraphrasing) to increase students' attention and enhance problem solving skills.	7 <sup>th</sup> and 8 <sup>th</sup> grade Math Teachers/ Principal	Sept. 2008	<p>Learning Focused strategies will improve student achievement in math and will support the achievement of this goal.</p> <ul style="list-style-type: none"> <li>• Teachers will review key math vocabulary, paraphrasing and summarizing, comparing and contrasting, and building prior knowledge for each instructional unit.</li> <li>• Principal will check lesson plans to ensure that key math vocabulary, summarizing, comparing and building prior knowledge is included in weekly lesson plans.</li> <li>• Walk through observations by the principal will indicate if lesson plan indicators are taking place.</li> <li>• Principal will determine through the walk through observations which teachers need to include learning focused strategies and a conference will be held with written recommendations to the teacher.</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3: By April 1, 2009, using the District Science Benchmark Exam, 25% of all students in grades 7-8 will show an increase of 10 points on the Spring 2009 District Science Benchmark Exam as compared to the Fall 2008 District Science Benchmark Exam.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Analyze 2008-2009 Pre/Post Benchmark <b>Science</b> Test results to plan and guide instruction, incorporate effective classroom strategies (i.e., the Curriculum on Wheels Program) and develop formative assessments.	7 <sup>th</sup> /8 <sup>th</sup> Grade Science Teachers/ Principal	Sept. 2008	Analyzing Science Benchmark results will allow teachers to use data analysis to guide instruction and improve student achievement. <ul style="list-style-type: none"> <li>• Science teachers will make a list of students who do not improve on the post benchmark science test.</li> <li>• A log of remediation skills will be listed by student and maintained by science teachers.</li> <li>• Science teachers will note use of the Curriculum on Wheels Program during each nine weeks in lesson plans.</li> <li>• The principal will review teachers' lesson plans for evidence of formative assessments utilized in Science with Curriculum on Wheels.</li> <li>• The principal will follow up by observing classrooms for effective implementation of Curriculum on Wheels.</li> <li>• The principal will provide feedback to teachers on lesson plans and observations in writing or in a conference meeting.</li> </ul>
Accommodate all 7 <sup>th</sup> and 8 <sup>th</sup> grade <b>Science</b> students in a computer based lab using Orchard Science Software.	Teachers/ Computer Lab Instructor/ Principal	Sept. 2008	Computer- based instruction gives students additional assistance and improves student achievement. <ul style="list-style-type: none"> <li>• Computer lab instructors will keep a student weekly log on the Science programs in Orchard used by students and provide a list to the teachers on proficiency.</li> <li>• Teachers will revise content instruction in lesson plans based on the information provided by the computer lab instructors.</li> </ul>

			<ul style="list-style-type: none"> <li>• Principal will check teachers' weekly lesson plans; complete observations to make sure teachers are adjusting content instruction to accommodate weaknesses of students shown by proficiency data from Science Orchard Software.</li> <li>• The principal will follow up by meeting with any teacher who is not adjusting content instruction, will provide assistance, and will document the meeting in writing or a conference.</li> </ul>
Provide an After-School-Program (ASP) using <b>Science</b> remediation computer software and individualized instruction.	Leadership Team/ Principal/ Guidance Counselor	Sept. 2008	<p>After-school individualized instruction and remediation will give students additional assistance and improve student achievement in science.</p> <ul style="list-style-type: none"> <li>• Leadership team will identify students that are 1-5 points below "basic" in Science for after school program.</li> <li>• The guidance Counselor will prepare a letter to parents regarding after school program and the importance of student attendance.</li> <li>• An After-School Program schedule and a list of assigned students will be maintained by the principal.</li> <li>• A monthly after school student assessment report will be maintained by program teachers and shared with principal.</li> <li>• The principal will observe program and provide feedback to all teachers on reports and observations in writing or in conferences.</li> </ul>
Provide a teaching assistant to assist <b>Science</b> teachers and to work individually with students with identified Science deficiencies.	7 <sup>th</sup> and 8 <sup>th</sup> Grade Science Teachers/ Teaching Assistants Principal	August 2008	<p>Providing additional teaching assistance to assist Science teachers in individualizing instruction and work with students on identified science skills will improve student achievement in Science.</p> <ul style="list-style-type: none"> <li>• Teaching Assistants will maintain a log of times and skills taught to identified students with science deficiencies.</li> <li>• A record of skills and science exam grades will be kept by science teachers.</li> <li>• The principal will complete follow up observations of teaching assistants and classroom practices.</li> <li>• The principal will provide feedback to Science teachers and teaching assistants in writing or in a conference.</li> </ul>
Students will be provided with lab activities, use of hands-on materials and manipulatives in the school <b>science</b> lab.	7 <sup>th</sup> and 8 <sup>th</sup> Grade Science Teachers/Science Lab Teacher/Principal	Sept. 2008	<p>Providing students with manipulatives and hands-on science lab activities will increase and reinforce students' understanding of science concepts.</p> <ul style="list-style-type: none"> <li>• Science manipulatives, lab activities and hands-on activities will be evidenced in science lab teacher's lesson plans.</li> <li>• Minutes from monthly meetings with science teachers and science lab teacher will highlight lab activities and will be shared with the principal.</li> </ul>

			<ul style="list-style-type: none"> <li>• The principal will review minutes to ensure collaboration with science teachers and lab teacher and to make sure that manipulatives and hands-on activities are utilized in the science lab.</li> </ul>
Teachers will use Learning Focused strategies (key <b>science</b> vocabulary, paraphrasing and summarizing, comparing and contrasting, and building prior knowledge) to increase students' attention and their understanding of science concepts.	7 <sup>th</sup> and 8 <sup>th</sup> Grade Science Teacher/Principal	Sept. 2008	<p>Learning Focused strategies will improve student achievement and will support the achievement of this goal.</p> <ul style="list-style-type: none"> <li>• Teachers will review key science vocabulary, paraphrasing and summarizing, comparing and contrasting, and building prior knowledge for each instructional unit.</li> <li>• The principal will check lesson plans to ensure that key science vocabulary, summarizing, comparing and building prior knowledge is included in weekly lesson plans.</li> <li>• Walk through observations by the principal will indicate if lesson plan indicators are taking place.</li> <li>• Principal will determine through the walk-through observations which teachers need to include learning focused strategies and a conference will be held with written recommendations to the teacher.</li> </ul>

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 1:** In order to improve instruction in Reading, by April 1, 2009, the principal will use the correlation of MAP and PACT Reading to improve student achievement in grades 7 and 8. 22% of the students will show an increase of 1 (one) RIT band level on the Spring 2009 MAP Reading Assessment as compared to the Fall 2008 MAP Reading Assessment.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct weekly walk-through and/or formal observations of all <b>ELA</b> classes to monitor instruction and provide feedback on teaching strategies.	Principal/ Assistant Principal	August 2008	Walk-through and/or formal observations allow administrators to monitor classroom instruction and provide feedback to teachers for improving instruction. <ul style="list-style-type: none"> <li>• The principal will do walk through observations using the walk thru observation form.</li> <li>• Documentation of the walk through observations will be maintained by the principal.</li> <li>• The principal will provide a copy of the walk through observations to all teacher and teachers that need assistance with instruction will meet with principal. A record of the meeting will be recorded in writing.</li> </ul>
Provide staff development on <b>Reading</b> MAP diagnostics use for student achievement.	Principal	August 2008	Reading MAP diagnostics use can guide instruction and improve student achievement. <ul style="list-style-type: none"> <li>• The principal will provide staff development time for instruction on MAP diagnostic interpretation.</li> <li>• Sign- in roster for attendance will be maintained by the principal.</li> <li>• Lesson plans will be reviewed by the principal to determine that MAP diagnostic information is used to change content instruction.</li> <li>• The principal will hold a meeting and make a record of the meeting with teachers who are not using MAP diagnostic information to change content instruction.</li> </ul>

Provide teachers with After-School- Staff training on <b>Reading</b> academics and discipline of identified students.	Principal	Sept 2008	<p>After-School-Staff training will support and enhance the curricula needed for remediation of identified students.</p> <ul style="list-style-type: none"> <li>• The principal will make available to the academic teachers in the After School Program information on discipline and academic achievement for underachieving students.</li> <li>• A list of identified students for the After School Program will be maintained by the principal.</li> <li>• The principal will keep a roster of teachers attending training.</li> <li>• Identified students' assessment records will be maintained from the academic classes to guide the After School Program content instruction.</li> <li>• The Principal will follow up by discussing (minutes recorded) the effectiveness of the After School Program and program training in collaborative team meeting</li> </ul>
Review MAP data with teachers each month to ensure lesson plans are targeting <b>ELA</b> students' needs.	Principal	Sept. 2008	<p>Review of MAP data will ensure accountability to plan and instruct by using testing information correlated with ELA PACT.</p> <ul style="list-style-type: none"> <li>• The principal will meet monthly with teachers to review the MAP data to determine if there is a need to change content instruction. Meetings will be documented in writing and maintained by the Principal.</li> <li>• The principal will meet and record meeting with any teacher having difficulty with change of content instruction. Principal will assist with resources to improve teachers' instructional practices.</li> <li>• Teachers will be given a copy of the MAP diagnostic data by the Guidance Counselor and a written record will be maintained with teacher's signature that the data was received.</li> </ul>
Provide Professional Development on lesson plans and instruction.	Guidance/ District Principal	Sept. 2008	<p>Professional development on lesson plans and instruction will support the achievement of this goal.</p> <ul style="list-style-type: none"> <li>• The principal will provide time for professional development and will be maintain a record of the date(s) and time(s) of meetings.</li> <li>• A roster will be maintained by the principal of all who attend professional development session(s).</li> <li>• The principal will review lesson plans and instruction by way of walk through observations to record if the training assisted the teacher's preparation and delivery of instruction.</li> </ul>

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 2:** In order to improve instruction in Math, by April 1, 2009, the principal will use the correlation of MAP and PACT Math to improve student achievement in grades 7 and 8. 22% of the students will show an increase of 1 (one) RIT band level on the Spring 2009 MAP Math Assessment as compared to the Fall 2008 MAP Math Assessment.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

Strategy  List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide weekly walk-through and/or formal observations of all <b>Math</b> classes to monitor instruction and provide feedback on teaching strategies.	Principal/ Assistant Principal	August 2008	Walk-through and/or formal observations allow administrators to monitor classroom instruction and provide feedback to teachers for improving instruction. <ul style="list-style-type: none"> <li>Principal will do walk through observations using the walk through observation form.</li> <li>Documentation of the walk through observations will be maintained by the principal.</li> <li>The principal will provide a copy observation form to all teachers. Teachers in need of assistance with instruction will meet with the principal. A record of the meeting will be recorded in writing.</li> </ul>
Provide Staff Development on <b>Math</b> MAP diagnostics use for student achievement.	Principal	August 2008	Math MAP diagnostics use can guide instruction and improve student achievement. <ul style="list-style-type: none"> <li>The principal will provide staff development time for instruction on MAP diagnostic interpretation.</li> <li>Sign- in roster for attendance will be maintained by the principal.</li> <li>Lesson plans will be reviewed by the principal to determine that MAP diagnostic information is used to change content instruction.</li> <li>The principal will hold a meeting and make a record of the meeting with teachers who are not using MAP diagnostic information to change content instruction.</li> </ul>
After-School- Staff training will provide training to teachers on <b>Math</b> academics and discipline of identified students.	Principal	Sept 2008	After-School-Staff training will support and enhance the curricula needed for remediation of identified students. <ul style="list-style-type: none"> <li>The principal will make available to the academic teachers in the After School Program information on discipline and academic achievement for underachieving students.</li> </ul>

			<ul style="list-style-type: none"> <li>• A list will be provided by the principal of identified students for the After School Program.</li> <li>• The principal will keep a roster of teachers attending training.</li> <li>• The principal will maintain identified students' assessment records from the academic classes to plan the After School Program content instruction.</li> <li>• The principal will follow up by discussing (minutes recorded) the effectiveness of the After School Program and program training in collaborative team meeting.</li> </ul>
Review MAP data with teachers each month to ensure lesson plans are targeting <b>Math</b> students' needs.	Principal	Sept. 2008	<p>Review of MAP data will ensure accountability to plan and instruct by using testing information correlated with Math PACT.</p> <ul style="list-style-type: none"> <li>• The principal will meet monthly with teachers to review the MAP data to determine if there is a need to change content instruction. Meetings will be documented in writing and maintained by the Principal.</li> <li>• The principal will meet and record meeting with any teacher having difficulty with change of content instruction. The principal will assist with resources to improve teachers' instructional practices.</li> <li>• Teachers will be given a copy of the MAP diagnostic data by the Guidance Counselor and a written record will be maintained with teacher's signature that the data was received.</li> </ul>
Provide Professional Development on lesson plans and instruction.	Principal	Sept. 2008	<p>Professional Development on lesson plans and instruction will support the achievement of this goal.</p> <ul style="list-style-type: none"> <li>• The principal will provide time for professional development and a record will be maintained of the date and time of meetings. Teachers not listed on roster not having attended the training will be given make-up training.</li> <li>• A roster of attendance will be kept by the principal.</li> <li>• Principal will review lesson plans and instruction by way of walk through observations to record if the training assisted the teacher's preparation and delivery of instruction.</li> </ul>

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 1:** In order to improve instruction in Reading, by April 1, 2009, the District will use the correlation of MAP and PACT Reading to improve student achievement in grades 7 and 8. 22% of the students will show an increase of 1 (one) RIT band level on the Spring 2009 MAP Reading Assessment as compared to the Fall 2008 MAP Reading Assessment.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct three (3) walk through observations and provide feedback to all <b>ELA</b> Teachers each month.	District Coordinators/ Principals/ Superintendent	Sept. 2008	Walk-through and/or formal observations allow administrators to monitor classroom instruction and provide feedback to teachers for improving instruction. <ul style="list-style-type: none"> <li>• Coordinators will use an observation form with written notes to document walk through observations.</li> <li>• Observation forms and notes will be maintained by the coordinators and shared with the principal.</li> <li>• The principal will review forms and notes and follow up by giving feedback to all teachers in writing or in a conference.</li> <li>• Coordinators will provide assistance to teachers as requested by principal based on observations. The Coordinators will utilize a checklist to record assistance to teachers.</li> </ul>
Provide professional development on <b>Reading</b> test taking strategies.	District Coordinators/ Principal	Sept. 2008	Test taking strategies will assist Reading teachers with strategies to help students improve their test taking skills <ul style="list-style-type: none"> <li>• Coordinators' schedules or agendas will document professional development on test taking strategies.</li> <li>• The coordinators will keep a roster of those attending test taking strategies workshop(s).</li> <li>• Coordinators will review and provide written feedback to teachers on their test taking assessment exams.</li> <li>• Coordinators will inform the principal of any teacher not using a variety of assessment instruments. The principal will meet with the teacher, will offer assistance, will request additional assistance for teacher from coordinator, and will document meeting in writing or a conference.</li> </ul>

Provide Professional Development on learning strategies to increase students' <b>Reading</b> comprehension skills.	District Coordinators/ Principal	Sept. 2008	<p>Teachers' knowledge of learning strategies will enhance instruction.</p> <ul style="list-style-type: none"> <li>• Coordinators' schedules or agendas will document professional development on learning strategies to increase Reading comprehension skills.</li> <li>• A roster of those attending Learning Strategies workshop(s) will be maintained by the principal.</li> <li>• Coordinators will record on walk through observation forms if various learning strategies are or are not being used by teachers in classroom instruction.</li> <li>• Coordinators will inform the principal of teachers not using the learning strategy skills. The principal will meet with the teacher and a written record of the meeting will be maintained. Assistance will be given to teachers to ensure the implementation of learning strategies.</li> </ul>
Conduct Parent Night for Reading MAP Diagnostics and Reading MAP Goal Setting.	District Coordinators/ Principal	Sept, 2008	<p>Parent Night for MAP Diagnostics and MAP Goal Setting will increase home-school communication and increase parental knowledge and support of the MAP tests</p> <ul style="list-style-type: none"> <li>• Coordinators will provide information regarding Reading MAP Diagnostics and Goal Setting for Parent Night.</li> <li>• Roster of attendance will be maintained by coordinators and given to the Principal.</li> <li>• A survey will be provided to parents for feedback on what they learned about MAP diagnostics and Goal setting. The survey will be given to the Principal.</li> <li>• Principal will do a follow up with parents that did not attend Parent Night with a newsletter explaining Reading MAP Diagnostics and Reading MAP Goal Setting.</li> </ul>
Provide Professional Development on the use and diagnostic analysis of Study Island for all ELA teachers.	District Coordinators/ Principal	Sept. 2008	<p>Diagnostics and in-depth review of Study Island computer program will enhance the instructional content for students.</p> <ul style="list-style-type: none"> <li>• Coordinators will maintain a schedule or an agenda of professional development on Study Island and its diagnostic analysis will be offered to math teachers.</li> <li>• Roster of attendance will be maintained by coordinators and given to the principal.</li> <li>• The principal will review lesson plans and conduct observations to determine if the indicators of Study Island are being used to enhance instructional content.</li> <li>• Coordinators and the principal will do a follow up with teachers that did not use the results of Study Island to enhance content instruction, will offer assistance, and will document in writing or in a conference.</li> </ul>

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 2:** In order to improve instruction in Math, by April 1, 2009, the District will use the correlation of MAP and PACT Math to improve student achievement in grades 7 and 8. 22% of the students will show an increase of 1 (one) RIT band level on the Spring 2009 MAP Math as compared to the Fall 2008 MAP Math assessment.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct three (3) walk through observations and provide feedback to all <b>Math</b> Teachers each month.	District Coordinators/ Principals/ Superintendent	Sept. 2008	Walk-through and/or formal observations allow administrators to monitor classroom instruction and provide feedback to teachers for improving instruction. <ul style="list-style-type: none"><li>• Coordinators will use an observation form with written notes to document walk through observations.</li><li>• Observation forms and notes will be maintained by coordinators and shared with the principal.</li><li>• The principal will review forms and notes and follow up by giving feedback to all teachers in writing or in a conference.</li><li>• Coordinators will provide assistance to teachers as requested by principal based on observations. A checklist will be utilized to record assistance to teachers.</li></ul>
Provide professional development on <b>Math</b> test taking Strategies.	District Coordinators/ Principal	Sept. 2008	Test taking strategies will assist math teachers with strategies to help students improve their test taking skills <ul style="list-style-type: none"><li>• Coordinators' schedule or agenda will document professional development in test taking strategies.</li><li>• Roster will maintained of those attending Test Taking Strategies workshop(s).</li><li>• Coordinators will review and provide written feedback to teachers on their test taking assessment exams.</li><li>• Coordinators will inform Principal of any teachers not using various assessment instruments. Principal will the meet teacher, will offer assistance, and will document meeting in writing or a conference.</li></ul>

Provide Professional Development on Learning Strategies for teachers to increase student's problem solving skills.	District Coordinators/ Principal	Sept. 2008	<p>Teachers' knowledge of learning strategies will enhance instruction.</p> <ul style="list-style-type: none"> <li>• Coordinators will conduct training in learning strategies.</li> <li>• Roster will maintained of those attending Learning Strategies workshop(s).</li> <li>• Coordinators will record on walk thru observation forms if various learning strategies are or are not being used by teachers in classroom instruction.</li> <li>• Coordinators will inform the Principal of teachers not using the learning strategy skills and the Principal will meet and maintain a written record of the meeting. Assistance will be given to teachers who have trouble implementing learning strategies.</li> </ul>
Conduct Parent Night for Math MAP Diagnostics and Math MAP Goal Setting.	District Coordinators/ Principal	Sept. 2008	<p>Parent Night for MAP Diagnostics and MAP Goal Setting will increase home-school communication and increase parental knowledge and support of the MAP tests</p> <ul style="list-style-type: none"> <li>• Coordinators will provide information regarding Math MAP Diagnostics and Math Goal Setting for Parent Night.</li> <li>• Roster of attendance will be maintained by coordinators and given to the Principal.</li> <li>• A survey will be provided to parents for feedback on what they learned about MAP diagnostics and Goal setting. The survey will be given to the Principal.</li> <li>• Principal will do a follow up with parents that did not attend Parent Night with a newsletter explaining Math MAP Diagnostics and Math MAP Goal Setting.</li> </ul>
Provide Professional Development on the use and diagnostic analysis of Study Island for all <b>Math</b> teachers.	District Coordinators/ Principal	Sept. 2008	<p>Diagnostics and in-depth review of Study Island computer program will enhance the instructional content for students.</p> <ul style="list-style-type: none"> <li>• Coordinators will maintain a schedule or an agenda of professional development on Study Island and its diagnostic analysis offered to math teachers.</li> <li>• Roster of attendance will be maintained and given to the Principal.</li> <li>• The principal will review lesson plans and forms to document observations to determine if the indicators of Study Island are being used to enhance instructional content.</li> <li>• Coordinators and the principal will do a follow up with teachers that did not use the results of Study Island to enhance content instruction, will offer assistance, and will document in writing or in a conference.</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

After-School-Staff Training - Procedures to ensure constructive learning and behavior in after-school programs.

After-School-Program- (ASP) designed to target students' identified weaknesses in Reading, Math and Science.

Benchmark - Exams prepared for pre and post testing with the Barnwell 45 Curriculum Standards.

Collaborative Team-Teachers of same academic subject that review and change teaching as related to MAP and PACT diagnostics.

Curriculum on Wheels (COWS) - A preloaded computer generated program designed to create an interactive classroom on Math, Science and Social Studies.

Differentiated Instruction - teaching strategies designed to meet the needs of all levels of readiness in heterogeneous classrooms.

Integrate Pro - Teacher grade book that is electronically tied to SASIxp (SASIxp is a revolutionary student information system which provides administrators and teachers with a wide array of flexible, yet easy-to-use tools for monitoring and tracking individual student information and progress.)

Measure of Academic Progress (MAP)- a diagnostic testing program to measure academic progress

The Modern Red Schoolhouse (MRSB)- is a comprehensive, capacity-building school reform design that makes standards-driven instruction work for students and teachers.

Orchard-- computer based program correlated to the South Carolina Standards (Math, ELA, Science and Social Studies).

Rasch Unit (RIT) in the NWEA (Northwest Evaluation Association) MAP (Measure of Academic progress) test.

6 (+) 1 - Writing Trait Model for teachers to use in ELA to enhance the students' grammar, narrative and text structure.

School Leadership Team (SLT) - Faculty that sets the vision and mission for the school.

Study Island—Computer based Science program correlated to the South Carolina Standards (Math and ELA)